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ABSTRACT

These models are offered as guides for departments in writing behavioral objectives for their particular school situation. They provide a variety of usable suggestions and information for language arts teachers. Language arts (English) programs for both Junior and Senior High Schools are presented in relation to: (1) Goals, (2) Instruction, and (3) Evaluation. Suggested activities for stimulating student interest are viewing, listening, speaking, reading, writing, and language. (DB)

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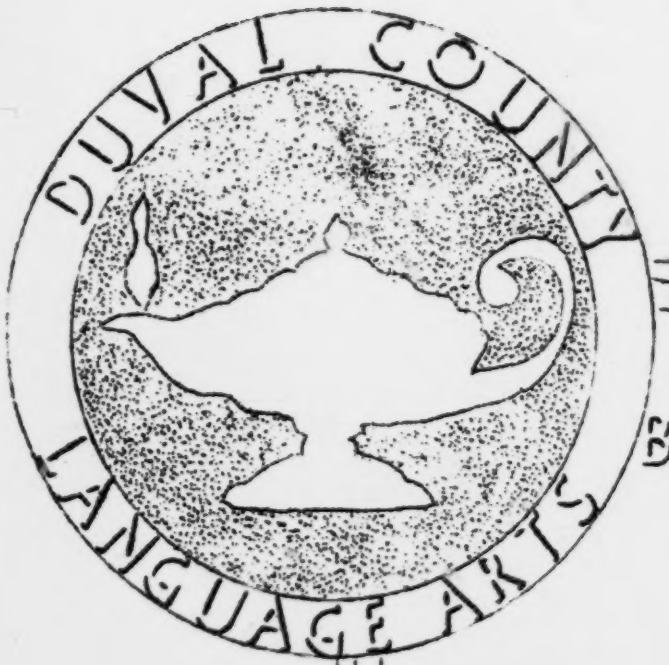

BEHAVIORAL OBJECTIVES

SECONDARY

LANGUAGE ARTS

MAR 26 1971

TE 002 430

THE DUVAL COUNTY SCHOOL BOARD

JACKSONVILLE, FLORIDA

ED052176

MODELS OF BEHAVIORAL OBJECTIVES

FOR SECONDARY LANGUAGE ARTS

Patterned after PROPOSED ACCREDITATION
STANDARDS FOR FLORIDA SCHOOLS
1969-70

Written by Summer Curriculum Workshop
1969

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PREFACE

Accreditation standards concerned with instruction in language arts have been developed to place emphasis on desirable student performance as a result of student learning. Most of the standards have been written relative to student behavioral objectives thus making it possible to evaluate their knowledge, skills, values, and attitudes.

The changes reflected in the accreditation standards are rather far reaching. They move from the customary short-range annual performance to a long-range plan, from the traditional idea of minimum essentials to the three levels of standards, and from instructional objectives to student performance.

The directions for writing these standards came from the Commissioner of Education and the State Department of Education. These directions indicate that every teacher should be involved in the writing of the objectives for his school. A direct quote from the Commissioner's March, 1969, statement follows:

> "On the basis of the information collected in the 1968-69 pilot study of the PROPOSED ACCREDITATION STANDARDS FOR FLORIDA SCHOOLS, 1968-69, the following factors appear to be essential in considering the implementation of new accreditation standards:
>
> 1. Each staff member of a school and county office has a responsibility in the accreditation program and therefore must be involved in the accreditation process prior to adoption by the State Board of Education.
>
> 2. This involvement requires a span of time for the benefits of this process to become evident in the teaching-learning situation and in programs, such as curriculum development, EIE, and staff differentiation, and their relationships, which structure the teaching-learning situation.
>
> Therefore, I recommend that all staff members in all schools and county offices become involved during the remainder of the 1968-69 school year, summer of 1969, and the 1969-70 school year in the development program to fulfill these objectives. The emphasis placed on the development of objectives will not only be beneficial in the implementation of the accreditation process but will also assist in the implementation and development of all phases of the educational program, including new innovative practices."

The following model is a guide for departments who will be writing behavioral objectives for their particular school situation. The model was written according to the pattern designed by the Duval County Accreditation Specialist, observing three levels of compliance for each standard, and each level reflecting three degrees of difficulty. (See attached memo.)

Each school should determine the language arts achievement levels of its students and set realistic goals before writing objectives. This model

is one effort to provide a variety of usable suggestions and information for language arts teachers. It includes objectives suggesting the stimulation of pupils' imaginations through their experiences with viewing, listening, speaking, reading, writing, and language.

The purpose for offering this model is to present these objectives not only as a teaching aid but also as a way of encouraging teachers to engage in educational research, to become hypotheses-makers, and to learn what does or does not work in their own classes. A study of behavioral objectives aids the teacher in learning what works for him and his students in implementing the course of study written by the teachers for the particular school. Teachers should research for themselves rather than merely transfer objectives from these pages to their daily plans as though the model were a source of "instant lessons."

From the OFFICE OF THE ACCREDITATION SPECIALIST

(adapted for Language Arts)

Construction of Sound Behavioral Objectives

1. The objective will refer to the learner and his behavior. (The student will.....)

2. The objective will describe an observable action or product of the learner. (.....will write,)

3. The objective will state the conditions under which the learner will perform the behavior. (.....after reading a literary selection,.....)

4. The objective will state the minimum acceptable standard of performance. (.....25 to 30 vocabulary words and their analyses)
   (.....a three-page theme within one class period on a topic related to the literary experience.)
   (.....a book review in class following a prescribed form.)

For objectives to comply with Accreditation Standards, each objective must be written on at least 3 degrees of difficulty:

1. The point at which all students can perform. (below average students)

2. The point at which a selected majority of students can perform. (average students)

3. The point at which above average (or superior) students can perform.

Determining Levels of Compliance with Accreditation Standards

Level 1 - A majority of the students for which the particular objective is written perform successfully.

Level 2 - 75% of the students for which the particular objective is written perform successfully.

Level 3 - 90% of the students for which the particular objective is written perform successfully.

An Objective Written at 3 Points
for use in junior high school

Standard - Viewing (Level 1) Language Arts

The majority of the students will identify techniques of visual communication through the provision of opportunities for purposeful, accurate, critical, and appreciative viewing.

Degree 1 - After viewing a film, the students will tell the main events and name one technique used to make the story clear.

Degree 2 - After viewing a film, the students will state the main idea and purpose and relate 4 techniques used to develop the idea.

Degree 3 - After viewing a film, the students will state the main idea and purpose and list the techniques which caused the production to be effective.

If the majority of the below average students for which the degree 1 objective was written can perform this objective and

if the majority of the average students for which degree 2 objective was written can perform this objective and

if the majority of the above average students for which the degree 3 objective was written can perform this objective, then the school has achieved level 1 compliance for this standard.

LEVELS OF STANDARDS*

The standards are divided into three levels: Level 1, Level 2, and Level 3. The meanings of the three levels as used in this document are indicated as follows:

Level 1 Standards: These standards delineate basic indispensable essentials in the school program. They may relate to what a school has, to the measurable practices employed in implementing the program and to behavior expected by the majority of the students. The standards naturally tend to be objective and quantitative in nature and include items which are easily appraised. Most Level 1 standards will be required to be met for a school to be assigned one of the accredited classifications.

Level 2 Standards: These standards are of great importance, but in contrast to Level 1 they are not considered so significant that missing one of them will cause a school to be classified as non-accredited. These requirements are intended to insure functionality of the school as an institution, give scope and effectiveness to its program and delineate desirable performance by a relatively high percentage of students.

Level 3 Standards: Level 3 standards designate quantities or qualities which make it possible for the school meeting a large number of such standards to achieve added effectiveness in its program. Level 3 standards are designed to define the schools of tomorrow, to offer goals for long-range planning and achievement, and to portray achievement to a high degree in selected objectives. The basic minimum accreditation requirements for each school are: (1) compliance with most of the Level 1 standards, (2) compliance with a stipulated percentage of Level 2 standards, and (3) compliance, very probably, with a smaller percentage of Level 3 standards.

9.811 Standards--

(1) Product-- The product standards (the letter "X" identifies all such standards) which require students or a percentage of students to "demonstrate, understand, describe, analyze, compare, list, contrast, respond, combine, identify, show, etc.", shall be marked by the school on the basis of the school staff's cooperatively established predetermined degree, measure, scale or level of fulfillment by students. This procedure provides for the establishment of specific student behavioral objectives by the school which defines the normal growth or behavior expected for individual students or groups of students from grade to grade or level to level as a product of a sequential instructional program provided in the elementary, junior high or senior high school.

(2) Process-- The process standards (the letter "P" identifies all such standards) which require staff action shall be marked by the school on the basis of the school staff's established predetermined objective(s) and the fulfillment of the objective(s).

(3) Status-- The status standards (the letter "S" identifies all such standards) specify the quantitative items that can be counted or compared.

* Taken from PROPOSED ACCREDITATION STANDARDS FOR FLORIDA SCHOOLS, 1969-70

9.8411 LANGUAGE ARTS (ENGLISH) JUNIOR HIGH - GRADES 7-9

(1 Goals - The goals of the English language arts program shall be to provide experiences which enable each student to:

(a) develop his ability to communicate through competent use of the English language in obtaining ideas, and in expressing himself clearly, concisely, accurately, and fluently;

(b) understand himself as an individual and as a member of the communication group;

(c) develop his ability to employ viewing, listening, speaking, reading, and writing in the solution of problems;

(d) develop his powers of language to enable him to derive emotional, psychological, social, and intellectual satisfaction from communication and from life; and

(e) interpret and appreciate various literary forms.

(2) Instruction--

(a) Basic skills--(S-level 1) Each year's program has provided experiences and instruction designed to develop each of the components of the process of English language communication systematically, sequentially, and continuously, with emphasis on their interrelationships. These components include viewing, listening, speaking, reading, and writing.

(b) Curriculum Guide--(P-level 2) A curriculum guide has been used which has provided for scope and logical sequence of content and experiences in the English language arts program.

(c) Curriculum Guide--(P-level 3) Revision of the curriculum guide, based upon contemporary research and changing needs has been made by the teachers, with the cooperation of district, state, or national English language arts consultants.

(d) Readiness experiences for the language (English) arts--

(1) Developmental Experiences--(X-level 1) All students reflect abilities gained from activities appropriate to their learning levels, and resulting from the application of valid evaluative techniques and the provision of the developmental experiences necessary before the initiation of the formal teaching of each facet of the language (English) arts.

(2) Evaluation (X-level 2) Seventy-five percent of the students have made substantial progress to indicate success in language (English) arts and proficiency in specific skills in accordance with intellectual, physiological, social, and emotional maturity.

(e) Viewing-- *

(1) Visual perception--(X-level 1) Overall objective

The majority of the students have learned to identify techniques of visual communication through the provision of opportunities for purposeful, accurate, critical, and appreciative viewing.

Degree 1

After viewing a film, the students will tell the main events and name one technique used to make the story clear.

Degree 2

After viewing a film, the students will state the main idea and purpose and relate 4 techniques used to develop the idea.

Degree 3

After viewing a film, the students will state the main idea and purpose and list the techniques which caused the production to be effective.

(2) Visual communication--(X-level 2) Overall objective

Seventy-five percent of the students demonstrate, both orally and in writing, insight in accurate, critical, and appreciative viewing through the ability to recall general and specific information and to comment critically on visual presentations.

Degree 1

After viewing a TV drama, the students will reproduce the drama in a presentation before the class. They will then orally evaluate the drama by criteria discussed and agreed upon by the students and the teacher.

Degree 2

After viewing a TV program, the students will write a paragraph evaluating the program on the basis of predetermined criteria. The paragraphs will be evaluated by the teacher.

Degree 3

After viewing a TV drama, the students will write and present to the class a parody of the drama. Student audience will evaluate the interpretations, and the teacher will evaluate the written parodies.

* Viewing is interpreted as a separate component of the language arts program and in this sense employs specific skills of comprehension. It should not be considered as a skill to be used in the other components, but it is an entity within itself having goals that can be measured by behavioral evaluation.

(3) Evaluation of mass media--(X-level 3) Overall objective

Ninety percent of the students demonstrate, orally and in writing, the ability to make and substantiate an evaluation of the visual aspects of mass media in terms of aesthetic value, accuracy of presentation, and appropriateness to specific topics and interests.

Degree 1

After viewing a TV advertisement, the students will list two features that are designed to sell the product and will tell whether they are valid reasons for purchasing.

Degree 2

After viewing pictures or illustrations from magazines or other mass media, the students will orally identify four specific examples from the pictures or illustrations that show the accuracy of the material used in the illustrations. They will then write a paragraph on each example showing the appropriateness of the examples to the topic or interest for which the pictures or illustrations are intended. Evaluation of the paragraphs will be determined by the teacher.

Degree 3

After viewing a TV program, the students will identify the principal values they see presented in the program and write a paper showing the relationship of these values to the world around them. Evaluation of the papers will be determined by the teacher.

(f) Listening--

(1) Accuracy in listening--(X-level 1) Overall objective

The majority of the students are able to evaluate informal talks, group discussions, panels, formal speeches, and oral interpretations of literature, and theatre through instruction provided in purposeful, creative, and critical listening.

Degree 1

After listening to a taped three-minute formal speech, the students will identify the speaker's purpose---to inform, to convince, or to entertain.

Degree 2

After listening to a taped three-minute formal speech, the students will state the speaker's purpose and will list three facts or ideas presented in the speech.

Degree 3

After listening to a taped three-minute formal speech, the

students will outline the speech by listing three major points and all supporting details.

(2) Evaluation of listening skills--(X-level 2) Overall objective

Seventy-five percent of the students demonstrate the ability to understand and to evaluate their own listening skills in using oral mass media, such as radio, television, movies, recordings, and theatre.

Degree 1

After listening to a recording of a short story, the students will give a summary of the story and point out the central theme.

Degree 2

After listening to a recording of a short story, the students will present a short dramatization of their interpretations of the central theme. Evaluation will be made by a student audience, using a pre-designed checklist for student performance

Degree 3

After listening to a recording of a short story, the students will write a paragraph evaluating the techniques used to develop and hold the interest of the listener (sound effects, choice of words, etc.). Evaluation will be determined by the teacher.

(3) Refinement of listening skills--(X-level 3) Overall objective

Ninety percent of the students demonstrate the ability commensurate with their maturity to do purposeful, critical, and appreciative listening as evidenced by their aptitude to comprehend the message a speaker attempts to convey; to assimilate, evaluate and judge all they hear; and to respond to the beauty of message, quality of voice, choice of words, fluency of expression, and clarity of thinking.

Degree 1

After listening to a theatrical presentation, the students will give their interpretations of the message of the play and compare them with criteria previously discussed and agreed upon in class.

Degree 2

After listening to a theatrical presentation, the students will discuss and write evaluations of the mechanical devices (background music, etc.) used to produce the message of the play. Evaluation will be determined by the teacher.

Degree 3

After listening to a theatrical presentation, the students will write their responses to the production, citing examples of quality of voice, choice of words, fluency of expression, and clarity of thinking. The teacher will evaluate the students' abilities to discern these qualities.

(g) Speaking--

(1) Techniques of speaking--(X-level 1) Overall objective

The majority of the students demonstrate ability in usage, vocabulary, inflections and in other techniques of speaking as revealed in informal talks, in group discussions, in formal speeches and in oral interpretations of literature or in participation in theatre.

Degree 1

After instruction in the techniques of speaking, the students will read literary selections and give a brief resumé of each selection, employing standard usage and vocabulary adequate to express the main idea. The student audience will be given a list of significant words from the selection and will use it as a checklist for evaluating the resumés.

Degree 2

After reading a literary selection, the students will give informal talks in which the organization is logically developed and the students' speech shows inflectional variations. The students will display their recognition of these inflections by marking prepared checklists correctly.

Degree 3

After reading a literary selection, the students will interpret the characters and theme of the assigned reading by presenting dramatizations (radio play, puppet show, one-act play, skit, scene). Evaluation will be made by the student audience, using a prepared checklist of speech techniques.

(2) Speech delivery--(X-level 2) Overall objective

Seventy-five percent of the students have overcome common and individual problems in speech delivery as demonstrated by their adecuate use of the voice, and by effective enunciation, articulation, tempo, variety, volume, pitch and vocal quality in using the basic organizational patterns of various types of speeches.

Degree 1

Following a study of varying speech patterns, the students will listen to a professionally-prepared recording and will identify individual speech variations as a result of dialectal differences and poor speech habits. They will practice

audio-lingual pattern drills and choral reading to correct their deficiencies.

Degree 2

After receiving instruction in the use of enunciation, articulation, tempo, variety, volume, pitch, and vocal quality for effective speaking, the students will listen to a recording of a professional lecturer and will identify these qualities. They will then listen to a tape of their own voices reading the same selection, rating themselves and their peers by listing areas of weakness.

Degree 3

After studying and practicing speech techniques, the students will present three-minute speeches designed to inform, to convince, or to entertain. Evlauation will be made by a student audience, using a pre-designed checklist for student performance.

(h) Reading--

NOTE: Sections 1, 3, and 5 relate to reading; sections 2, 4, and 6 relate to literature.

(1) Individual reading ability--(X-level 1) Overall objective

The majority of the students demonstrate they have attained reading abilities commensurate with their individual potential in word recognition skills, meaningful and special vocabulary, study skills, reading for information, flexibility, and power in content reading.

Degree 1

After instruction in word recognition and study skills (example: use of SRA kits, word attack techniques, dictionary study, etc.), the students will show individual improvements in reading development, as determined by diagnostic and follow-up tests.

Degree 2

After instruction in vocabulary building, the students will be given a list of five root words and a list of prefixes and suffixes. They will construct ten words from each root word, defining each new word, so as to show change in the meaning by the use of the affix. Evaluation will be made by the students' use of the dictionary.

Degree 3

After instruction in the use of special vocabulary in the various content areas, the students will fill out questionnaires based on selected readings. These questionnaires

will test their comprehension of the special vocabulary and its usage.

(2) Balance of literary experiences--(X-level 1) Overall objective

The majority of the students demonstrate the ability to read various types of literature, including poetry, folk tales, legends, biography, drama, etc., with increased interest in reading for pleasure, for information, and with a sensitivity to the literary experience.

Degree 1

After reading samples of various types of literature, including poetry, folk tales, legends, biography, drama, etc., the students will relate the main idea or theme of one example in each category.

Degree 2

After reading samples of various types of literature, the students will write a summary of one example of each category, not to exceed one page for each summary.

Degree 3

After reading samples of various types of literature, the students will list all structural and technical components of each form.

(3) Corrective reading--(X-level 2) Overall objective

Seventy-five percent of the students who have been provided with special corrective reading programs demonstrate progress commensurate with their ability.

Degrees 1, 2, and 3

After taking diagnostic tests, the students will receive prescriptive instruction aimed at improving general ability and basic reading skills. Individual progress in rate, vocabulary, and comprehension will be determined by achievement tests.

(4) Understanding literary form--(X-level 2) Overall objective

Seventy-five percent of the students demonstrate an understanding of the function of form in literature with an increasing maturity in their response to all literary forms, including the theatre arts.

Degree 1

After reading samples of all forms of literature, the students will demonstrate their understanding of the function of form by identifying the main idea and listing the author's techniques used to achieve it.

Degree 2

After reading samples of all forms of literature, the students will select two with the same theme but with different forms. They will write a paragraph comparing and contrasting the use of different techniques for achieving the same theme. These papers will be evaluated by the teacher.

Degree 3

After reading samples of all forms of literature, the students will demonstrate their understanding of each form by writing one selection in another form. These papers will be evaluated by the teacher.

(5) Clinical service--(X-level 3) Overall objective

Ninety percent of the students with reading problems who have needed specialized diagnosis and extensive treatment through clinical services, demonstrate ability commensurate with individual ability, as evidenced by reading habits and evaluative instruments.

Degrees 1, 2, and 3

After diagnostic tests reveal visual, auditory, and emotional difficulties, the students with the problems will work with programmed materials and special technical devices designed for their areas of instruction. Regular testing will be administered to determine individual progress.

(6) Appreciation of literary form--(X-level 3) Overall objective

Ninety percent of the students demonstrate an understanding of all forms of literature, including the theatre arts and possess the skills to read them; of the role of literature in providing personal delight and insight into human experience; and of the role of literature in bringing the reader into contact with cultural tradition.

Degree 1

After reading samples of all forms of literature, the students will list characteristics of each form and will identify facts and episodes in one example from each form.

Degree 2

After reading samples of all forms of literature, the students will demonstrate their interpretations of the author's intent by individual role playing, skits, and oral and written interpretations. Evaluation will be determined by the teacher.

Degree 3

After reading samples of all forms of literature, the students will select one experience from each form and relate it (by oral, written, or dramatic presentation) to some aspect of present life---social, political, aesthetic, religious, economic.

(i) Writing--

(1) Skills in composition--(X-level 1) Overall objective

The majority of the students demonstrate the ability to express ideas in written composition, indicating proper development of skills of usage, of spelling, of handwriting, of punctuation, and of capitalization, beginning with the paragraph and advancing to factual and creative compositions as ability develops.

Degree 1

After a review of the mechanics of writing and paragraphing, the students will write narrative paragraphs in class based on personal experiences. These will be evaluated according to pre-determined criteria.

Degree 2

After a review of the mechanics of writing and paragraphing, the students will write a descriptive paragraph on each of two sense impressions. These will be evaluated according to a prepared checklist for content and structure.

Degree 3

After a review of the mechanics of writing and paragraphing, the students will write short expository themes of three or more paragraphs. The topics of these themes will be drawn from recent reading assignments. The teacher will evaluate the themes for structure and content.

(2) Self-expression--(X-level 2) Overall objective

Seventy-five percent of the students demonstrate the ability to express themselves in several forms of practical and expository writings with stress on content, organization and the mechanics of English language composition.

Degree 1

After a study of the forms of writing, the students will participate in various types of correspondence and writing experiences, such as minutes of meetings, note taking on reports and references, outlining, and news stories. These will be evaluated for form and content by teacher-student conferences.

Degree 2

After a study of the forms of writing, the students will write editorials, poetry (such as jingles, limericks, etc.), essays, short stories, and scripts for programs to be used on radio or television. These will be evaluated for form and content by teacher-student conferences.

Degree 3

After a study of the forms of writing, the students will write book reviews, interviews, and documented papers. Teacher evaluation will be followed by teacher-student conferences.

(3) Composition projects--(X-level 3) Overall objective

Nirety percent of the students demonstrate the interest and ability to explore and pursue special interests through a variety of creative writing projects, and to contribute to the literary magazine and the school newspaper published by the students.

Degree 1

After a review of mechanics and form in composition, the students will write editorials and news stories reflecting their tastes and understanding of the literary works. Evaluation will be by student and teacher selection of the best articles for a class newspaper.

Degree 2

After a review of poetic form, each student will write a ballad narrating the experiences of a recent nationally significant person or of a character in fiction or drama. These ballads will be teacher evaluated.

Degree 3

After a discussion of impressions and associations, the students will listen to a piece of music or look at a painting and then write their impressions of the sound patterns or the patterns of color and form and the associations they bring to mind. These papers will be evaluated by the teacher.

(j) Language--

(1) Structural elements of language--(X-level 1) Overall objective

The majority of the students demonstrate knowledge and understanding of the structural elements of language and the functions, patterns, and relationships in English sentences.

Degree 1

After instruction in the structural elements of language and the functions, patterns, and relationships in English sentences, the students will label the elements (traditional and/or contemporary) in a list of ten sentences. They will then identify the function of each element.

Degree 2

After instruction in the structural elements of language and the functions, patterns, and relationships in English sentences, the students will:

a. select examples of basic sentence patterns (previously agreed upon) from a list of fifteen sentences;
b. construct fifteen examples of these patterns; and
c. select the kernel sentences and their patterns from a given sample of writing.

Degree 3

After instruction in the structural elements of language and the functions, patterns, and relationships in English sentences, the students will be given a list of sentences, both matrix and inserts, and will perform the required transforms. Likewise, the students will derive the matrix and insert sentences from a given list of complex sentences.

(2) Language variation--(X-level 2) Overall objective

Seventy-five percent of the students demonstrate the ability to use language appropriate to a given situation and give evidence of having developed an understanding of the historical, geographic, social, and functional varieties of language.

Degree 1

After instruction in the historical, geographical, social, and functional varieties of language, the students will be given a list of situations (student in class, at play, at work, in church, etc.) and will construct individual responses in language patterns appropriate to the situation.

Degree 2

After instruction in the historical, geographical, social, and functional varieties of language, the students will be given a list of related or recorded situations and will select two and identify the historical and geographical characteristics of the language in each.

Degree 3

After instruction in the historical, geographical, social, and functional varieties of language, the students will be

given a list of related or recorded situations and will select four and identify geographical and social influences on the languages stemming from regional and ethnic cultures.

(3) Symbolic system of language--(X-level 3) Overall objective

Ninety percent of the students demonstrate the understanding of language as a symbolic system, in which the symbols are marks that stand for an object, quantity, or quality. They demonstrate the ability to grasp more complicated meanings, relationships and understandings, to use symbols themselves, to handle abstractions, to generalize, and to search out new meanings and relationships in language.

Degree 1

After instruction in language as a symbolic system, the students will read selected passages and will identify words and phrases that are symbols of objects, quantities, and qualities. Students will evaluate their own selections by comparing them with a prepared checklist.

Degree 2

After instruction in language as a symbolic system, the students will read selected passages and will list and discuss the more complicated examples of symbolism (simile, metaphor, personification, imagery, etc.). Students will evaluate their own selections by comparing them with a prepared checklist.

Degree 3

After instruction in language as a symbolic system, the students will read selected passages and will construct original compositions which include similar illustrations of symbolism. Evaluation of the compositions will be determined by the teacher.

(k) Evaluation--(P-level 1)

This area has been evaluated annually as to the fulfillment of the stated goals and the specific objectives identified and utilized in the school. (Also see 9.621 (2) (d))

9.621 (2) (d) Evaluation--

(1) Evaluative procedures--(P-level 1) The principal, with the cooperation of his staff, has coordinated and implemented procedures for the continual self-evaluation of all phases of the school program.

(2) Evaluation procedures--(P-level 2) The evaluation in (d) (1) has been conducted with the addition of representative students, where appropriate, according to their maturation level, and district staff.

(3) Evaluative procedures--(P-level 3) The evaluations in (d) (1) and (2) have been conducted with the addition of representatives of the community and consultants (other than accreditation visitations).

(4) Evidence of evaluation--(P-level 1) The evaluation of the school has been designed to measure the contribution of each service and program for the fulfillment of the goals of the school within its philosophy.

(5) Evidence of evaluation--(P-level 2) The findings of the evaluation have been incorporated in the policy making, planning, organization and coordination of the program, resulting in appropriate adjustments to the programs.

(6) Evidence of evaluation--(P-level 3) The findings of each succeeding evaluation have indicated a positive improvement in the fulfillment of the goals of the school.

(7) Evaluation of data--(S-level 2) The evaluation includes data obtained through at least a majority of the following devices or means: observations, interviews, anecdotal records, samples of work, construction of projects, readiness tests, teacher-made tests, inventories, logs and diaries, self-evaluation, standardized tests, rating scales and checklists, case studies, surveys, and follow-up studies.

(2) Personnel--

(a) 75% Rank III In-field--(S-level 1) A minimum of 75% of the language arts teachers holds a Rank III or higher certificate covering their assignment(s) in language arts.

(b) All Rank III In-field--(S-level 2) All teachers of language arts hold a Rank III or higher certificate covering their assignment(s) in language arts.

(c) 50% Rank II In-field--(S-level 3) A minimum of 50% of the language arts teachers holds a Rank II or higher certificate covering their assignment(s) in language arts.

(d) Continuity of experience--(S-level 3) A minimum of 50% of the language arts teachers has had a minimum of 4 years of teaching experience in the district where presently employed and in the areas of instruction in which they are presently teaching and has a Rank III or higher certificate covering their assignment(s) in language arts.

(4) Materials and equipment--

(a) Instructional materials and equipment--(S-level 1) A variety of appropriate multi-level instructional materials and audio-visual materials is readily accessible for use by each teacher of language arts and each student in the department.

(c) Consumable supplies--(S-level 1) A variety of consumable supplies in each language arts department is readily accessible for use by individual students.

(d) Textbooks--(S-level 1) Multi-level language arts textbooks in literature, composition, language, and reading are provided to take care of individual differences of students.

(e) Assistance in production of materials--(P-level 2) Each teacher has been provided assistance by trained media personnel in the production of a variety of language arts audio-visual materials.

(f) Resource Materials--(S-level 2) Resource materials include literary maps, access to museums, resource people, paintings, visual aids and a variety of other media.

(g) Typewriters--(S-level 2) At least 1 primer typewriter and 1 standard typewriter are available for use of each 5 teachers in each language arts department.

(5) Facilities--

(a) Language laboratory--(S-level 2) A language arts laboratory is provided with numerous individual listening stations.

(b) Language laboratory--(S-level 3) In addition to (5) (a), group listening stations are provided with both hard and soft ware for all facets of the language arts.

(c) Production center--(S-level 2) There is a production center for the preparation of visual aids and transparencies and for the development of films and slides.

(d) Stage--(S-level 3) The speech classroom is equipped with ... stage, curtains, and adequate exits.

(e) Conference, storage, and work space--(S-level 3) Space adjacent to the language arts classrooms is provided for the use of teachers and students for conferences, for storage of materials and equipment, and for production of classroom materials.

VOCABULARY: A MODEL UNIT

"Your vocabulary acts as an index of your ideas, your experience, and your reading. If you could computerize all the words stored in your mind, you would have a record of what you have done, as well as an estimate of what you are."

William W. West, ed., COMPOSITION AND GRAMMAR, grade 8, p. 291.

INTRODUCTION:

Vocabulary is the tool of communication by which one records and interprets experiences. The following vocabulary unit is designed merely to serve as a model of activities which will implement various methods by which the goals and objectives may be achieved.

GOALS:

The goals of the vocabulary unit are to help each student to:

(a) develop his ability to communicate his ideas through competent use of the English language;

(b) establish an acceptable self-concept in a communication group;

(c) develop his ability to employ viewing, listening, speaking, reading, and writing in the solutions of problems;

(d) develop his powers of language to enable him to derive emotional, psychological, social, and intellectual satisfaction from life; and

(e) interpret and appreciate various literary forms.

PREPARATION:

Instruction in the following skills will be necessary before attempting the activities prescribed in this unit:

(a) phonetic analysis, pronunciation, use of diacritical marks, and syllabication;
(b) definition, synonyms, and antonyms;
(c) etymology;
(d) root words, prefixes, suffixes, and inflected forms;
(e) use and re-use of words in a variety of situations;
(f) patterns and drills; and
(g) models of idiomatic usage.

SOURCES OF INFORMATION:

(a) dictionaries
(b) word study books
(c) thesaurus
(d) encyclopedias
(e) specific vocabularies from content area texts
(f) newspapers and magazines
(g) appropriate filmstrips and other audio-visual aids

OVERALL OBJECTIVE:

Develop vocabulary and its related skills in the areas of viewing, listening, speaking, reading, and writing. The development of related skills will include the interrelation and correlation of sight and sound word associations as the students progress through language experiences.

Level 1 - Recognition

The majority of the students will demonstrate to the teacher's satisfaction adequate word recognition and vocabulary commensurate with their grade level and ability.

Degree 1

After a viewing experience (film, filmstrip, field trip, etc.),* the students will have panel or group discussions, from which they will develop a minimum of fifty related vocabulary words for intensive study.

Degree 2

Using the same list of words, the students will apply rules of phonic analysis in determining the correct pronunciations and syllabications.

Degree 3

From a teacher-prepared list of 100 words, the students will circle the words from the original list.

Level 2 - Recognition and definition

Seventy-five percent of the students will spell, list, and define fifty unfamiliar words, using context clues and/or the dictionary.

Degree 1

After a viewing or reading experience, the students will participate in a dictionary study and spell correctly the words from a prepared list.

* Other experiences, such as reading a passage, listening to a record, etc., may be substituted for the viewing experience.

Degree 2

Given a list of twenty-five sentences each of which omits a key word, the students will fill in blanks with words from the prepared list. (Suggestion: use of crossword puzzle)

Degree 3

After dictionary study of the original list of words, the students will write a synonym and an antonym for each.

Level 3 - Recognition, definition, construction, and interpretation

Ninety percent of the students will read a selected passage from which they will list unfamiliar words, identify the root words, and construct additional words using a list of prefixes and suffixes. The students will use this vocabulary study to aid them in their interpretations of the author's choice of words in various literary forms.

Degree 1

After reading a selected passage, the students will list twenty-five unfamiliar words and identify the root word in each. Utilizing the twenty-five words and a given list of prefixes and suffixes, the students will construct fifty additional words.

Degree 2

Using the list of fifty words from degree 2, the students will write sentences illustrating inflectional changes in the words.

Degree 3

After reading examples of three literary forms selected by the teacher, the students will write paragraphs of analysis, commenting on the author's technique in his choice of words indigenous to each form. Evaluation will be determined by the teacher.

EVALUATION:

(a) Specific activities indicate the method of evaluation.

(b) Teacher-made tests will measure the achievement of individual students in relation to overall objective.

(c) Standardized tests will measure the achievement of individual students in relation to the achievement of comparable students in other schools. Suggested tests: Metropolitan and Stanford Achievement Tests.

(d) The knowledge and comprehension of the structural elements of language have been tested throughout the program of instruction by the use of exercises of viewing, listening, speaking, reading, and writing.

SAMPLE CROSSWORD PUZZLE

SUGGESTED SOURCES:

Anthologies and other state adopted texts

Paperbacks for short stories and novels

Poetry

Novels

Dictionaries

Thesaurus

Filmstrips

Films

Transparencies

Television programs

Tapes

N. C. T. E. publications

Magazines

Newspapers

County Language Arts Guide

State Language Arts Guide

State Reading Guide

SOURCES OF AUDIO-VISUAL MATERIALS

Materials Center of the Duval County School Board
605 Ocean Street
Jacksonville, Florida

Haydon Burns Library
122 N. Ocean Street
Jacksonville, Florida
(films, filmstripts, and records)
Of special interest is: History of the Motion Picture Series
Film Firsts, Parts I and II;
The Chase, Parts I, II, and III.
Distributed by Sterling Educational Films.

Language Arts Supervisor's Office
1011 Gilmore Street
Jacksonville, Florida

SUGGESTED TESTS:

Tests with texts and workbooks

Teacher-made tests

Gates Reading Survey Tests, grades 3-10

Gates Reading Diagnostic Tests, grades 1-8

Diagnostic Reading Tests, higher level, grades 7-14

Iowa Every-Pupil Test of Basic Skills, SRA, grades 6-9

Iowa Silent Reading Tests, new edition, advanced test, grades 9-12, World Book Co.

Cooperative English Tests, Princeton Testing Services, grades 7-12

Sequential Tests of Educational Progress: Reading Comprehension, grades 4-14

Metropolitan Achievement Tests, grades 7-9

Stanford Achievement Tests, grades 7-12

End-of-Year Examination in English for College-Bound Students, grades 9-12

Advanced Placement Program in English, grades 10-12

9.9414 LANGUAGE ARTS (ENGLISH) - SENIOR HIGH SCHOOL - GRADES 10-12

(1) Goals - The goals of the English language arts program shall be to provide experiences which will enable each student to:

(a) develop his ability to communicate through competent use of the English language in obtaining ideas, and in expressing himself clearly, concisely, accurately, and fluently.

(b) understand himself as an individual and as a member of the communication group.

(c) develop his ability to employ viewing, listening, speaking, reading, and writing in the solution of problems.

(d) develop his power of language to enable him to derive emotional, social, psychological, and intellectual satisfaction from communication and from life.

(e) interpret and appreciate all of the outstanding literary forms.

(2) Instruction -

(a) Basic skills--(S-level 1) Each year's program will provide experiences and instruction designed to develop each of the components of the process of English language communication systematically, sequentially, and continuously, with emphasis on their interrelationships. These components include viewing, listening, speaking, reading, and writing.

(b) Curriculum guide--(P-level 2) A curriculum guide has been used which has provided for scope and logical sequence of content and experiences in the English language arts program.

(c) Curriculum guide--(P-level 3) Revision of the curriculum guide, based upon contemporary research and changing needs, has been made within the last three years by the teachers with the cooperation of district, state, or national English language arts consultants.

(d) Readiness experiences for the language (English) arts--

(1) Developmental experiences--(X-level 1) All students reflect abilities gained from activities appropriate to their learning levels, and resulting from the application of valid evaluative techniques and the provision of the developmental experiences necessary before the initiation of the formal teaching of each facet of the language (English) arts.

(2) Evaluation--(X-level 2) Seventy-five percent of the students have made substantial progress to indicate success in language (English) arts and in accordance with intellectual, physiological, social, and emotional maturity.

(e) Viewing-- *

(1) Visual perception--(X-level 1) Overall objective

The majority of the students have learned to identify techniques of visual communication through the provision of opportunities for purposeful, accurate, critical, and appreciative viewing.

Degree 1

After viewing a teacher-selected film, the students will state the main idea and purpose and relate four techniques used to develop the idea.

Degree 2

After viewing a teacher-selected film, the students will state the main idea and purpose and list the techniques which caused the production to be effective.

Degree 3

After viewing a teacher-selected film, the students will write a critical analysis of these techniques, supporting their effectiveness. Evaluation of the analyses will be determined by the teacher.

(2) Visual communication--(X-level 2) Overall objective

Seventy-five percent of the students can demonstrate, both orally and in writing, insight in accurate, critical, and appreciative viewing through the ability to recall general and specific information and to comment critically on visual presentations.

Degree 1

After viewing a presentation in pantomime (TV, film, tape, etc.), the students will orally identify the author's purpose and list procedures employed in achieving it.

Degree 2

After viewing a specific TV program, the students will recreate scenes, characterizations, or episodes. The success of the performers' interpretations will be evaluated by their peers, using a prepared checklist and/or oral discussion.

Degree 3

After viewing a documentary (film or TV program, the students

* Viewing is interpreted as a separate component of the language arts program and in this sense employs specific skills of comprehension. It should not be considered as a skill to be used in the other components, but it is an entity within itself having goals that can be measured by behavioral evaluation.

will list in sequential order the main events or ideas. They will write an essay identifying the ideas, characterizations, or chain of circumstances that support the main topics. Evaluation of the essay will be determined by the teacher.

(3) Evaluation of mass media--(X-level 3) Overall objective

Ninety percent of the students demonstrate, orally and in writing, the ability to make and substantiate an evaluation of the visual aspects of mass media in terms of aesthetic value, accuracy of presentation, and/or appropriateness to specific topics and interests.

Degree 1

After viewing various maps, charts, graphs, and pictures, the students will evaluate the visual aspects of the media, using a checklist of pre-determined standards and criteria.

Degree 2

After observation of various media (political cartoons, news, art, slides, films, etc.), the students will write an editorial evaluating the accuracy and appropriateness of the examples of mass media. After student groups evaluate the effectiveness of the editorials, the teacher will evaluate student participation and the editorials.

Degree 3

After viewing a selected play or film, the students will list the aesthetic qualities noted in the production and the techniques used by the producer. They will then write expository papers concerning their interest in these aesthetic qualities. Evaluation of these papers will be determined by the teacher.

(f) Listening--

(1) Accuracy in listening--(X-level 1) Overall objective

The majority of the students demonstrate the understanding of the principles and techniques of listening to, and making critical evaluation of, long informal talks, conversations, formal speeches, group discussions, panels, forums, debates, oral interpretation of literature, and theatre activities.

Degree 1

After instruction in the skills of critical listening, the students will listen to a long formal talk (on tape, record, etc.) and will take notes of the important points, avoiding details. After the speech, the students will assimilate and organize their notes into an outline to be evaluated by the teacher.

Degree 2

After listening to a taped or televised news report and a taped or televised editorial, the students will list the main points in each presentation, differentiate between fact and opinion, and write supporting evidence. Students will use a prepared checklist to determine evaluation.

Degree 3

After listening to a recording of poetry read by a professional, each student will write an analysis of the techniques used by the speaker in presenting the ideas and in making the listeners aware of tone, mood, tempo, etc. The accuracy of the students' work will be determined by the use of a prepared checklist of dramatic techniques and by teacher evaluation.

(2) Evaluation of listening skills--(X-level 2) Overall objective

Seventy-five percent of the students demonstrate the ability to understand and to evaluate their own listening skills in using oral mass media, such as radio, television, movies, recordings, and theatre.

Degree 1

Following instruction in evaluation of propaganda techniques, the students will listen to specified radio and TV programs on the same theme. They will then give informal talks on the effectiveness of the use of these techniques in the two presentations they have heard. Evaluation will be made by the student audience, using a checklist of pre-determined criteria.

Degree 2

After listening to a recording of an excerpt from a play, the students will list the production techniques of the presentation. They will then listen to and view a sound movie of the same scene. After listing the techniques observed in the second media, the students will write critiques comparing the effectiveness of the production method of each media. Evaluation of the critiques will be determined by the teacher.

Degree 3

After listening to a theatrical presentation (theatre, TV, movies), the students will identify the main idea of the production and list eight techniques used in the communication of this idea. They will then write a paper stating three reasons to support each technique as a means of shaping opinion. Students will use a checklist to evaluate the techniques; the teacher will evaluate the paper.

(3) Refinement of listening skills--(X-level 3) Overall objective

Ninety percent of the students demonstrate the ability to do purposeful, accurate, critical, and appreciative listening as evidenced by their aptitude to comprehend the message a speaker attempts to convey, to assimilate, to evaluate and to judge all they hear, and to respond to the beauty of message, quality of voice, choice of words, fluency of expression, and clarity of thinking.

Degree 1

After listening to a formal speech, the students will state the main thesis of the speech and identify the purpose---to inform, to entertain, to convince, to persuade, to incite, or to inspire. They will substantiate their choice by recalling supporting evidence from the speech.

Degree 2

After listening to a formal speech, the students will write a news report of the speech. They will then listen to the speech again and make a checklist for comparison.

Degree 3

After listening to a formal speech, the students will use a prepared list of principles of speech construction and delivery to check the principles followed and those violated in the speaker's presentation.

(g) Speaking--

(1) Techniques of speaking--(X-level 1) Overall objective

The majority of the students give evidence that they possess an adequate understanding of the principles of oral communication and manifest the capacity to practice the techniques in a variety of situations, such as: informal talks, conversations, formal speeches, group discussions, panels, forums, introductions, oral interpretation of literature and of theatre, and in the use of parliamentary procedure.

Degree 1

After instruction in organization, outlining, and other devices needed for effective reports, the students will make informal talks and be evaluated by audience checklists that measure presentation and purpose (to inform, to convince, to persuade, or to inspire).

Degree 2

After studying and practicing speech techniques for oral interpretation, the students will read a short story or

novel and present a characterization from the selected reading. Evaluation will be determined by class recognition and acceptance of principles used in the presentation.

Degree 3

After instruction in the use of parliamentary procedure, the students of a single class will hold a class election. Students will discuss motions dealing with the order of business, unusual topics which have been assigned, and self-made motions. The teacher will serve as parliamentarian.

(2) Speech improvement program--(X-level 2) Overall objective

Seventy-five percent of the students with special communication needs (i.e. articulation, pronunciation, projection) who have participated in a speech improvement program, give evidence that they have made substantial progress in all facets of oral communication.

Degree 1

After receiving instruction in a speech improvement program, students will listen to a recording of their own voices made at the outset of their instruction. They will recognize their errors and correct 60% of them in a second recording of the same material.

Degree 2

After receiving instruction in a speech improvement program, students will make individual recordings of a teacher-selected passage. They will evaluate their own progress in speech correction by using a checklist on which the teacher has recorded the students' individual errors and her suggestions for improvement.

Degree 3

After receiving instruction in a speech improvement program, the students will deliver three-minute informal speeches. Classmates will evaluate individual speech improvement by using the checklist mentioned in Degree 2.

(3) Advance study in speech--(X-level 3) Overall objective

Ninety percent of the students in the advanced study of speech have demonstrated special competencies in oral communication through their participation in advanced study in debate, in public speaking, in oral interpretation, or in theatre; and have participated in a theatrical production through acting, directing, stage craft, lighting, scene design, or costuming.

Degree 1

After class instruction in the principles of argument and debate, the students will participate in debates on resolutions

selected by the group. Each student will take part in at least two debates, reversing his role for the second one. The teacher will evaluate students' presentations on the basis of content and the application of the techniques of debating.

Degree 2

After concentrated instruction in the principles of oral communication, the students will participate in formal panel discussions on topics of current interest. A five-minute prepared talk will be delivered by each panel member, who will then respond to cross examination from other panelists and members of the audience. Evaluation will be made by the teacher and students employing usual checklists for the various aspects of oral communication. (Reference: county or state language arts guides).

Degree 3

After group reading of several plays, the students will present their personal interpretations of an episode, a character, or an impression from one of the plays. Evaluation can be made by the oral interpretation checklist shown in the county guide, as suggested in Oral Reading, written by Lionel Crocker and Louis Eich, published by Prentice-Hall, Inc.

(h) Reading--

NOTE: Sections 1, 3, and 5 relate to reading; sections 2, 4, and 6 relate to literature.

(1) Reading skills in content area--(X-level 1) Overall objective

The majority of the students who have participated in an individualized developmental reading program based upon diagnostic testing have demonstrated substantial progress in mastery of reading skills and in utilization of these skills in reading the content of special subject areas.

Degree 1

After individual reading needs are determined by diagnostic tests, the students will follow a planned study of word recognition, phonic analysis, and word analysis skills commensurate with their ability. Teacher-made tests will determine individual achievement. *

Degree 2

After reading selections from various sources in different content areas, students will:

a. study vocabulary words peculiar to that subject;
b. examine and interpret accompanying illustrative and graphic material; and
c. adapt their reading rate to a specific purpose, after determining the complexity of the treatment and the familiarity of the content.

Progress and rate will be recorded on individual charts and checklists. *

Degree 3

After reading selections from various sources in different content areas, the students will:

a. identify the author's purpose and recall pertinent facts from the selections;
b. identify inferences and implications; and
c. organize material into a summary.

* Students will keep graphs of reading speed, charts indicating words learned at sight, anecdotal records of daily accomplishments, and records of reports and summaries. Teacher evaluation will be made concurrently.

(2) Individual and group experiences--(X-level 1) Overall objective

The majority of the students exhibit proficiency in reading literature through individual and group experiences with the literature selections composed of poetry, essays, short stories, novels, and drama; the instruction for which was planned according to the needs, reading abilities, and major interests of the students.

Degree 1

After instruction in literary forms commensurate with their needs, abilities, and interests, the students will read five short stories, then state the major conflict in each. The students will list in order clues that reveal the conflict.

Degree 2

After reading at least five short stories, the students will state the major theme of each and give supporting evidence from the story to substantiate individual choices. When the assignment has been completed by individuals, the class will discuss the stories and compile a checklist for evaluating student responses.

Degree 3

After reading five selected short stories, each student will state the impressions that the stories had on him and identify the authors' techniques in producing emotional response: bizarre setting, self-identity, dialog, surprise ending, etc. Teacher evaluation will be by previously-planned criteria.

(3) Corrective reading--(X-level 2) Overall objective

Seventy-five percent of the students who have been provided with special corrective reading programs exhibit progress commensurate with the individual ability, and the removal of disabilities that impede academic progress.

Degrees 1, 2, and 3

After diagnostic tests indicate the removal of reading

disabilities which have impeded academic progress, the students will receive prescriptive instruction aimed at improving general ability and reading skills in a developmental reading program. Individual achievements in rate, vocabulary, and comprehension will be determined by tests, and specific progress in skills will be recorded on graphs, charts, and checklists.

(4) Interpretation of literary form--(X-level 2) Overall objective

Seventy-five percent of the students demonstrate the ability to interpret and appreciate the outstanding literary forms through class and individual programs which provide a balance of literature (short story, drama, poetry, essay, non-fiction) and include intensive study of several major works.

Degree 1

After reading selections from various literary forms encompassing a mutual central theme, the students will read a selected narrative poem. Each student will write his identification of the five elements---thought, mood, imagery, melody, and rhythm. Evaluation will be made by the teacher.

Degree 2

After reading selections from various literary forms encompassing a mutual central theme, the students will read representative selections of lyric poetry (sonnet, ode, elegy, etc.). Each student will identify and interpret the poets' techniques in producing the qualities of melody and imagination (verse form, figures of speech, symbols).

Degree 3

After reading selections from various literary forms encompassing a mutual theme, the students will read essays representative of different chronological periods and by different authors. The students will identify the themes, the authors' purposes and their methods of revealing them. From his own experiences, each student will discuss the pros and cons of the authors' viewpoints. Evaluation will be made by the teacher.

(5) Special services--(X-level 3) Overall objective

Ninety percent of the students with special needs, including severely disabled who needed specialized diagnosis and intensive treatment, and the college-bound who needed reading instruction to achieve a power in flexibility and comprehension, have demonstrated substantial progress commensurate with individual ability.

Degrees 1, 2, and 3 for the severely disabled:

After diagnostic tests reveal their individual disabilities, the students will work with programmed materials and special

technical devices, preferably in the reading clinic. Regular testing will be administered to determine individual progress.

Degree 1 for the college-bound:

After reading assignments selected to test comprehension for skimming, moderate, and careful reading rates, the students will vary their rates according to the nature of the material being read and their reasons for reading it. An objective test will be given to measure students' rate and comprehension immediately after they have read selections within a prescribed time for each.

Degree 2

After reading assigned selections, the students will:

a. follow the organization and identify antecedents and references;
b. determine the answers of questions which are explicitly answered in the passage; and
c. determine the answers of questions answered in the passage and state those answers in different words.

Objective tests constructed by the teacher will measure the above.

Degree 3

After reading assigned selections, the students will:

a. list examples of inferences in cause-effect patterns, subtle editorializing or persuasion, exaggeration, or over-simplification;
b. interpret rhetorical devices and figurative language; and
c. identify the tone and mood of each selection and state the techniques used in producing them.

Students will make a topical outline of the main ideas of one of the selections and fill in the supporting sub-topics. Evaluation will be determined by the teacher.

(6) Appreciation of literary form and theatre arts--(X-level 3)
Overall objective

Ninety percent of the students manifest ability to interpret, to understand, and to appreciate outstanding literary form in individual reading programs with emphasis on the major ideas found in literature, with a focus on humanistic values, and through participation in live theatrical presentations as a means of understanding dramatic literature.

Degree 1

After reading a novel and a play involving a common theme, the students will identify the theme and name at least three techniques used in the development of each form.

Degree 2

After reading a novel and a play involving a common theme, each student will write an essay in which he identifies the main characters in each form and shows how the characters are revealed in relation to place, time, and situation. Evaluation of the essay will be made by the teacher.

Degree 3

After reading a novel and a play involving a common theme, the students will:

a. write comparisons showing how both authors achieve the same effect but with different tools (the novelist uses narration and comment, while the dramatist uses dialog and gesture), and
b. present dramatic interpretations (soliloquies, characterizations, episodes, etc.) with the members of the class acting as critics, using a prepared checklist* for evaluation.

* From Oral Reading by Crocker and Eich, page 489.

(i) Writing--

(1) Skills in composition--(X-level 1) Overall objective

The majority of the students can write a composition with acceptable usage, spelling, handwriting, punctuation, and capitalization. For each type of composition studied (poetry, short story, novel, drama, etc.) the student can demonstrate through writing and revision the content and structure of the composition and use acceptable mechanics.

Degree 1

After instruction in the skills of written composition, the students will write an essay, a letter, and a news report. Only three errors per paper will be accepted.

Degree 2

After instruction in the skills of written composition and the structures of various types, the students will:

a. list structural characteristics which identify each type;
b. list themes most effectively developed by each; and
c. write a critique of an assigned selection.

Evaluation of the critiques will be made by the teacher.

Degree 3

After reading various types of compositions by several

authors, each student will select one of the compositions and note the author's content and organization. He will then write the selection in another literary form. Evaluation of the written selections will be made by the teacher.

(2) Types of composition--(X-level 2) Overall objective

Seventy-five percent of the students exhibit the competency to engage in several types of writing: expository, descriptive, narrative, argumentative, utilitarian, and imaginative; and to evaluate his own writings in each.

Degree 1

After reading examples of expository, descriptive, narrative argumentative, utilitarian, and imaginative writing, the students will write the identifying characteristics of each, citing examples to support their statements. Students will compare their lists of characteristics with prepared checklists.

Degree 2

After a reading, listening, or viewing experience, the students will write expository themes, analyzing the content and appeal of an issue of a newspaper, a radio or TV program, a movie, or several advertisements. They will incorporate the principles of description and narration within the themes. Students will evaluate their own work by using checklists of the characteristics of each type of writing.

Degree 3

After reading several selected news stories, each student will choose one and rewrite it, slanting it to employ the principles of argument in one version and the principles of imagination in another. Each student will list the devices he used to change the reader's opinion. Class members will check the effectiveness of the technique; the teacher will evaluate the written revisions.

(3) Special interest writing--(X-level 3) Overall objective

Ninety percent of the students demonstrate their individual special literary interests by writing poetry, short stories, compositions, or by writing for publication in the literary magazine and newspaper published by the students.

Degree 1

After preparing an annotated bibliography on various references related to a subject of individual interest, each student will read a book in this category, and then write a comprehensive review using a teacher-prepared directive as a guide.

Degree 2

Using the above bibliography and/or other lists of sources relative to individual interest, each student will write a research paper, employing all techniques relevant to acceptable research writing. Evaluation will include a check on accurate form and structure and use of a minimum number of resource materials.

Degree 3

After class observation of the organization and format of an anthology, each student will write a minimum of two original compositions, choosing the forms he prefers. Class members will evaluate the compositions by compiling a class anthology of the best ones.

(j) Language--

EXPLANATORY NOTE: The knowledge and comprehension of the structural elements of language have been developed sequentially through the interrelated areas of viewing, listening, speaking, reading, and writing.

(1) Structural elements of language--(X-level 1) Overall objective

The majority of the students evince knowledge and comprehension of sounds, forms, and structures of the English language, and an understanding of language history relevant to standard pronunciation, to vocabulary, and to grammar in English.

Degree 1

After instruction in the organization of the dictionary, the students will follow a prepared directive and participate in library research as follows:

a. trace the historical development of twenty assigned words;
b. identify the semantic shifts of twenty assigned words; and
c. list twenty words that have come into our language from foreign sources.

Degree 2

After instruction in the historical, geographical, social, and functional varieties of language, the students will:

a. make a survey within a given speech community and compile a list of language variants;
b. determine the influences responsible for these variations; and
c. delineate the major dialectal areas on an outline map of the United States and list five words indigenous in each. (Example of map attached)

Degree 3

After instruction in the development of the English language, the students will:

a. listen to presentations of various selections and identify the historical periods to which they belong;
b. distinguish the characteristics of the language of the selection---sound system, morphology, and syntax; and
c. identify similarities and differences in the language of the selections and modern language.

(2) Symbolic system of language--(X-level 2) Overall objective

Seventy-five percent of the students demonstrate knowledge of language as a symbolic system (in which the symbols are marks that stand for an object, quantity or quality); and evince the ability to grasp more complicated meanings, relationships and understandings; to use symbols themselves, to handle abstractions, to generalize, and to search out new meanings and relationships in language.

Degree 1

After reading a poem and an example of prose, the students will identify the language and structural symbols in each. A teacher-prepared checklist will be used as the measure of evaluation.

Degree 2

After a discussion of symbols, the students will be given a list of fifty words (names of objects), to which they will add words symbolic of quantity or quality. The students will then be given a list of fifty words symbolic of quantity or quality for which they will supply the name of an object.

Degree 3

After reading four assigned literary selections, each representing a different historical period, the students will list twenty-five symbolic words from each and determine the connotative differences.

(3) Responsible use of language--(X-level 3) Overall objective

Ninety percent of the students give evidence that they feel a responsibility for the proper use of language and are familiar with the various grammars of the English language.

Degree 1

After instruction in intonation, each student will read with varying degrees of pitch, stress, and juncture a list of teacher-prepared sentences. Evaluation will be by class members using a checklist.

Degree 2

After the above exercise in intonation, the students will be given copies of a literary selection, unpunctuated. They will supply punctuation and marks for stress, pitch, and juncture. To measure evaluation, a correct model will be used.

Degree 3

After a review of the structural elements and symbolic system of the language, the students will demonstrate their sensitivity to major levels of language by writing a dialog between representatives of two age groups and a dialog between two members of a peer group. They will then list examples of symbolisms (slang, jargon, colloquialisms, etc.) which appear in their dialogs. Evaluation of the dialogs will be determined by the teacher.

(k) Evaluation--(P-level 1)

This area has been evaluated annually as to the fulfillment of the stated goals and the specific objectives identified and utilized in the school. (Also see 9.621 (2) (d))

9.621 (2) (d) Evaluation--

(1) Evaluative procedures--(P-level 1) The principal, with the cooperation of his staff, has coordinated and implemented procedures for the continual self-evaluation of all phases of the school program.

(2) Evaluative procedures--(P-level 2) The evaluation in (d) (1) has been conducted with the addition of representative students, where appropriate, according to their maturation level, and district staff.

(3) Evaluative procedures--(P-level 3) The evaluations in (d) (1) and (2) have been conducted with the addition of representatives of the community and consultants (other than accreditation visitations).

(4) Evidence of evaluation--(P-level 1) The evaluation of the school has been designed to measure the contribution of each service and program for the fulfillment of the goals of the school within its philosophy.

(5) Evidence of evaluation--(P-level 2) The findings of the evaluation have been incorporated in the policy making, planning, organization and coordination of the program, resulting in appropriate adjustments to the programs.

(6) Evidence of evaluation--(P-level 3) The findings of each succeeding evaluation have indicated a positive improvement in the fulfillment of the goals of the school.

(7) Evaluation of data--(S-level 2) The evaluation includes data obtained through at least a majority of the following devices or means: observations, interviews, anecdotal records, samples of work, construction of projects, readiness tests, teacher-made tests, inventories, logs and diaries, self-evaluation, standardized tests, rating scales and checklists, case studies, surveys, and follow-up studies.

(3) Personnel--

(a) 75% rank III in-field--(X-level 1) A minimum of 75% of the language arts teachers holds a rank III or higher certificate in their assignment(s) in language arts.

(b) All rank III in-field--(S-level 2) All teachers of language arts hold a rank III or higher certificate covering their assignment(s) in language arts.

(c) 50% rank II in-field--(S-level 2) A minimum of 50% of the language arts teachers holds a rank II or higher certificate covering their assignment(s) in language arts.

(d) Continuity of experience--(S-level 3) A minimum of 50% of all teachers of language arts has had a minimum of four years of teaching experience in the district where presently employed and in the areas of instruction in which they are presently teaching and holds a valid rank III or higher certificate covering their assignment(s) in language arts.

(4) Materials and equipment--

(a) Instructional materials and equipment--(S-level 1) A variety of appropriate multi-level instructional materials and audio-visual equipment is readily accessible for use by each language arts teacher and each student in the department.

(b) Special materials--(S-level 1) Materials are provided to meet the special needs of students, such as deficiencies in visual and auditory perception processes, in language, in conceptualization, and in expression. The left-handed student, the ambidextrous, and the linguistically disadvantaged students have materials to meet their needs.

(c) Consumable supplies--(S-level 1) A variety of consumable supplies in each language arts department is readily accessible for use by individual students.

(d) Textbooks--(S-level 1) Multi-level language arts textbooks in literature, composition, language, and reading are provided to take care of individual differences of students.

(e) Assistance in production of materials--(P-level 2) Each teacher has been provided assistance by trained media personnel in the production of a variety of audio-visual materials for language arts.

(f) Resource materials--(S-level 2) Resource materials are provided, including literary maps, access to museums, resource people, painting, visual aids and a variety of other media.

(g) Typewriters--(S-level 2) At least one primary typewriter and one standard typewriter are available for use in each language arts department.

(5) Facilities--

(a) Language laboratory--(S-level 2) A language arts laboratory is provided with numerous individual listening stations.

(b) Language laboratory--(S-level 2) In addition to (5) (a), group listening stations are provided with both hard and soft ware for all facets of the language arts.

(c) Production center--(S-level 2) There is a production center for the preparation of visual aids and transparencies and for the development of films and slides.

(d) Stage--(S-level 3) The speech classroom is equipped with stage, curtains, and adequate exits.

(e) Conference, storage, and work space--(S-level 3) Space adjacent to the language arts classrooms is provided for the use of teachers and students for conferences, for storage of materials and equipment, and for production of classroom materials.

DIALECTS: U S A

The United States is often called the "Great Melting Pot." This name refers to our ability to absorb the many migrations of peoples from other countries into our own. In earlier years we welcomed immigrants and usually permitted them to settle where they wished. They learned to use English, speaking it inside their own group as well as outside it. Nevertheless, their native language always left its marks upon the American English of the area where they had settled. These marks sometimes were in pronunciation or grammar, but most often they were in vocabulary. Pronunciation might vary even when vocabulary didn't.

The "more equal" dialect is the standard against which all the others are measured. It is the speech of the educated members of any community who, by virtue of their training, usually occupy desirable positions in business and professions. Because there are obvious advantages in being a speaker of this dialect, it is the one taught in the public schools. This standard dialect has regional variants, but most of the differences are found in pronunciation and vocabulary, not in grammar. A regional dialect that deviates too much from the standard in any respect, but particularly in grammatical forms, is regarded as "nonstandard."

Major dialect areas in the U.S.

MODEL UNIT ON TEACHING A NOVEL

"In preparing a novel for instruction, the teacher must first decide what values the work offers both as an artistic achievement and as a record of human experience. After such an analysis he then selects the emphases most meaningful to his students, assigning priority to the elements most essential to foster appreciation and including as many others as time and the particular group allow.!

loban, Ryan, and Squire, TEACHING LANGUAGE AND LITERATURE, p. 634.

INTRODUCTION:

A novel is a long fictitious narrative with a more or less well developed plot which has for its purpose the portrayal of life and manners. Being longer than a short story, a novel can give the reader more intimate knowledge of characters and settings, including possibilities of subplots showing how lives of minor characters intertwine and affect lives of main characters. Since the possible selection of novels is so wide, the choice of the novel to be used will depend upon the literary approach---historical, thematic, type.

The following unit on the novel is designed merely to serve as a model of activities which will implement various methods by which the goals and objectives may be achieved.

GOALS:

The goals of the unit on the novel are to help each student to:

(a) develop his ability to communicate his ideas through competent use of the English language;
(b) understand himself as an individual and discern his relationship to other individuals and groups;
(c) develop his ability to employ viewing, listening, speaking, reading, and writing in the solution of problems;
(d) develop his power of language to enable him to derive emotional, social, psychological, and intellectual satisfaction from life through literature; and
(e) interpret and appreciate the novel as a literary form and realize similarities and contrasts among literary works.

PREPARATION:

The following student preparation is necessary before participation in the prescribed activities of this unit:

(a) study the elements of the novel and the functions of each (plot, conflict, characterization, theme, dialog, setting, climax, resolution, opening, style);

(b) read the novel supplemented with a set of study and discussion questions;

(c) look up references on the life and work of the author; (A work of art is produced by a certain man in a certain time and place and is related to its author's other works, his contemporaries, his courses and traditions, and his intellectual, political, economic, and aesthetic climate.)

(d) learn the glossary of literary terms related to the novel;

(e) become familiar with the novel's historical background that would influence the action and thought evidenced in the selection being studied; and

(f) listen or view audio-visual aids applicable to the novel and its background.

OVERALL OBJECTIVE:

Recognize and comprehend the novel as a literary art form through which man identifies himself as an individual and through which he has a medium for expression. The study of the novel will increase the students' awareness of literary devices used in fiction and will help them see how the writer's purpose influences form in relation to content.

Level 1 - Recognition of form

The majority of the students will exhibit understanding of the characteristics of the genre of the novel, by expressing knowledge of plot, setting, characterization, theme, and literary devices.

Degree 1

After reading a novel and viewing available audio-visual materials, the students will:

(a) construct a plot line, beginning with the initial identification of the conflict, progressing through complications, to the final conflict and resolutions;

(b) give the setting and list the environmental influences which motivate characters; and

(c) identify the characters according to physical description, characteristics and attitudes, changes in characters, decisions, and concluding attitudes.

The students will write papers explaining how the author presents the motives which cause characters to act as they do, how he prepares the reader for crises involving the characters, and why some characters are types and not individuals. Evaluation of the students' work will be determined by the teacher. A comprehensive test will be administered by the teacher.

Degree 2

After class discussion of the novel, the students will determine the universal idea which the author employs as his theme (psychology, socialism, individualism, etc.). They will then write a paper showing what major actions, conflicts, characters, and insights lead to the idea. Papers will be judged by a student-prepared checklist and teacher evaluation.

Degree 3

Given a list of ten literary devices, the students will cite two examples of each found in the novel and relate each to its context.

Level 2 - Identification of method

Seventy-five percent of the students will demonstrate their ability to determine the author's position, point of view, and focus, and to recognize the progression, pace, and foreshadowing of the novel.

Degree 1

After reading the novel, the students will:

(a) cite passages that indicate the author's position (author speaks directly to the reader; author tells the story from position of third person; or the story is narrated in the dialog of characters);

(b) give examples of the author's point of view (omniscient---looking into the thoughts of the principal characters; subjective---looking out from one character's viewpoint; objective---looking from a distance; and

(c) cite the focus and give instances that support this selection.

Upon completion of the above assignments, the students will discuss the author's position, point of view, and focus and prepare a checklist for evaluating their work.

Degree 2

Continuing in the study of the novel, the students will construct time charts showing the order of events and list examples of flashbacks and/or movement from place to place. Evaluation of students' work will be determined by the teacher.

Degree 3

Continuing in the study of the novel, the students will list instances or clues to the final outcome of the plot. They will then write an explication of one clue to show how it involves character and plot. These papers will be teacher-evaluated.

Level 3 - Interpretation of treatment

Ninety percent of the students will demonstrate the ability to interpret the author's tone, style, and mood in his development of the novel.

Degree 1

After intensive study of the novel, the students will find passages that reveal the author's predominantt tone (humorous, satiric, ironic, sympathetic, philosophical, etc.) and write one of them in a different tone. These papers will be evaluated by the teacher.

Degree 2

After listening to recordings applicable to the novel, each student will construct a dialog, a diary, or an editorial which will reflect the mode of speech, subjects of interest, and attitudes of the setting. This paper will be teacher-evaluated.

Degree 3

After intensive study of the novel, the students will determine the basic mood of the novel (serious, gay, adventurous, etc.) and write a paper explaining the author's devices in establishing it. This paper will be teacher-evaluated.

EVALUATION:

(a) Specific activities indicate the method of evaluation.

(b) Teacher-made tests will measure the achievement of individual students in relation to overall objective.

(c) Standardized tests will measure the achievement of individual students in relation to the achievement of comparable students in other schools.

(d) The knowledge and comprehension of the structural elements of language have been tested throughout the program of instruction by the use of exercises and tests designed to interrelate the areas of viewing, listening, speaking, reading, and writing.

SOURCES OF INFORMATION:

anthologies

novels in paperback

novels for observation and discussion in class

county literature guide

audio-visual aids for the novel (films, filmstrips, recordings)

articles from ENGLISH JOURNAL (for references, see county literature guide, pp. 57-58)

dictionaries

glossary of literary terms related to the novel

encyclopedias

biographical references

BIBLIOGRAPHY FOR TEACHERS:

Booth, Wayne C. THE RHETORIC OF FICTION. Chicago and London: The University of Chicago Press, 1963.

Brooks, Cleanth and Warren, Robert Penn. UNDERSTANDING FICTION, 2nd ed., New York: Appleton-Century-Crofts, Inc., 1959.

Forster, E.M. ASPECTS OF THE NOVEL, 2nd ed., New York: Harcourt, Brace & World, 1954.

Lubbock, Percy. THE CRAFT OF FICTION. New York: The Viking Press, 1921.

Ryan, Margaret. TEACHING THE NOVEL IN PAPERBACK. New York: The Macmillan Company, 1963.

Stanton, Robert. AN INTRODUCTION TO FICTION. New York: Holt, Rinehart and Winston, Inc., 1965.

GLOSSARY OF LITERARY TERMS RELATED TO THE NOVEL

action
antagonist
anticlimax
atmosphere
character
characterization
cliche
climax
coincidence
conflict
connotation
contrast
denotation
denouement
dialect
episode
fantasy
flashback
foreshadowing
idiom
image
incident
irony
locale
metaphor
mood
moral
narration
paradox
pathos
plot
point of view
progression
protagonist
realism
resolution
satire
sentimentality
setting
simile
stereotype
style
suspense
symbol
theme
tone
unity

SUGGESTED SOURCES:

Anthologies and other state adopted texts

Paperbacks for short stories and novels

Poetry

Novels

Dictionaries

Thesaurus

Filmstrips

Films

Transparencies

Television programs

Tapes

N. C. T. E. publications

Magazines

Newspapers

County Language Arts Guide

State Language Arts Guide

State Reading Guide

SOURCES OF AUDIO-VISUAL MATERIALS

Materials Center of the Duval County School Board
605 Ocean Street
Jacksonville, Florida

Haydon Burns Library
122 N. Ocean Street
Jacksonville, Florida
(films, filmstripts, and records)
Of special interest is: History of the Motion Picture Series
Film Firsts, Parts I and II;
The Chase, Parts I, II, and III.
Distributed by Sterling Educational Films.

Language Arts Supervisor's Office
1011 Gilmore Street
Jacksonville, Florida

SUGGESTED TESTS:

Tests with texts and workbooks

Teacher-made tests

Gates Reading Survey Tests, grades 3-10

Gates Reading Diagnostic Tests, grades 1-8

Diagnostic Reading Tests, higher level, grades 7-14

Iowa Every-Pupil Test of Basic Skills, SRA, grades 6-9

Iowa Silent Reading Tests, new edition, advanced test, grades 9-12, World Book Co.

Cooperative English Tests, Princeton Testing Services, grades 7-12

Sequential Tests of Educational Progress: Reading Comprehension, grades 4-14

Metropolitan Achievement Tests, grades 7-9

Stanford Achievement Tests, grades 7-12

End-of-Year Examination in English for College-Bound Students, grades 9-12

Advanced Placement Program in English, grades 10-12